

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: C.A. Johnson Preparatory Academy

District: Richland County School District One

Principal: Kathie Greer

Superintendent: Percy Mack

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

C.A. Johnson Preparatory Academy is one of seven high schools serving students in Richland County School District One. It is designated as a Palmetto Priority School by the State of S.C. as a result of its status as one of sixteen schools failing to achieve adequate progress as defined by the state accountability model. According to the school's needs assessment, low test scores, high dropout and retention rates, suspension and expulsion rates are contributing factors to the school's Unsatisfactory rating as reported by the State Department of Education. Trend data indicates that enrollment fluctuates between 496 and 545 students over the course of the school year. The most recent enrollment reported by Richland One is 496. A sampling of the school's demographics from the school renewal plan needs assessment illustrates areas of concern: Poverty Index: 92.9%; Free/Reduced Lunch 79.58%; Student Attendance Rate: 93.5%; Retention Rate: 10.3%; Dropout Rate: 5.5%; Suspension Rate 8.6%; and Special Education Rate: 19.1 %.

One of our greatest challenges is the transient nature of our student population (see data table A). Although we are constantly enrolling new students, we lose a great deal of students due to transfers out. Of the 96 transfers out, 71 of them are to in-district schools. The lack of showcase-type programs has left us unable to compete with our neighboring schools. This factor along with high poverty, a large special needs population, and a liberal district transfer policy has created major issues relative to public perception and our ability to be successful under the current report card system. Understanding that we must not only address instructional issues, but also issues related to image and culturally entrenched low expectations, we have begun a process of school redesign. Major goals of the redesign to be implemented in the fall of 2008 include attracting back those high achieving students currently lost to in-district transfer, offering a more challenging and relevant curriculum, and increasing enrollment by 50% over the next three years.

Ninth grade students who attend C.A. Johnson Preparatory Academy transition into high school from Gibbes Middle School, W.A. Perry Middle School, and Alcorn Middle School. All feeder middle schools have Unsatisfactory ratings and are also Palmetto Priority Schools. PACT results from the 2007 report cards for eighth grade students from all middle schools are well below the state's average (See Data Table B).

Table A

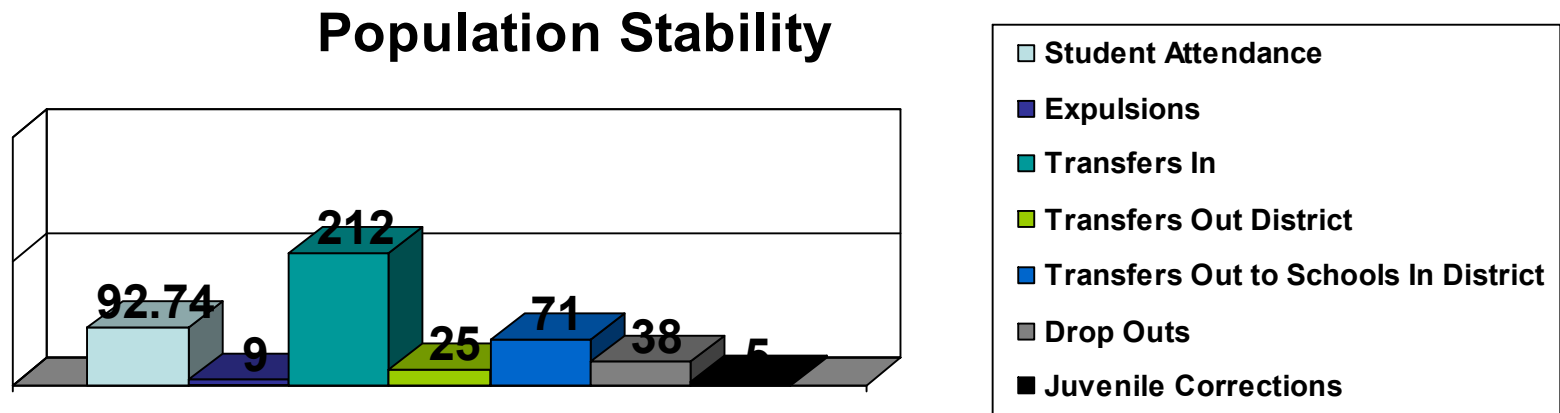


Table B
Perry Middle School

Grade 6

| Number Tested | | % Below Basic | % Basic | % Proficient | % Advanced | % Meet Standard |
|-----------------------|-----|---------------|---------|--------------|------------|-----------------|
| English/Language Arts | 90 | 42.2 | 48.9 | 7.8 | 1.1 | 57.8 |
| Mathematics | 102 | 34.3 | 51 | 12.7 | 2 | 65.7 |
| Science | 51 | 47.1 | 25.5 | 11.8 | 15.7 | 52.9 |
| Social Studies | 52 | 55.8 | 38.5 | 5.8 | | |

Grade 7

| Number Tested | | % Below Basic | % Basic | % Proficient | % Advanced | % Meet Standard |
|-----------------------|-----|---------------|---------|--------------|------------|-----------------|
| English/Language Arts | 104 | 53.8 | 37.5 | 8.7 | | 46.2 |
| Mathematics | 110 | 58.2 | 30.9 | 7.3 | 3.6 | 41.8 |
| Science | 112 | 66.1 | 22.3 | 8.9 | 2.7 | 33.9 |
| Social Studies | 113 | 69.9 | 25.7 | 3.5 | 0.9 | 30.1 |

Grade 8

| Number Tested | | % Below Basic | % Basic | % Proficient | % Advanced | % Meet Standard |
|-----------------------|----|---------------|---------|--------------|------------|-----------------|
| English/Language Arts | 92 | 68.5 | 27.2 | 4.3 | | 31.5 |
| Mathematics | 95 | 75.8 | 18.9 | 4.2 | 1.1 | 24.2 |
| Science | 54 | 87 | 7.4 | 3.7 | 1.9 | 13 |
| Social Studies | 48 | 37.5 | 58.3 | 4.2 | | 62.5 |

Gibbes Middle School**Grade 6**

| Number Tested | | % Below Basic | % Basic | % Proficient | % Advanced | % Meet Standard |
|-----------------------|-----|---------------|---------|--------------|------------|-----------------|
| English/Language Arts | 101 | 51.5 | 38.6 | 9.9 | | 48.5 |
| Mathematics | 113 | 41.6 | 45.1 | 11.5 | 1.8 | 58.4 |
| Science | 57 | 71.9 | 26.3 | | 1.8 | 28.1 |
| Social Studies | 57 | 40.4 | 50.9 | 8.8 | | 59.6 |

Grade 7

| Number Tested | | % Below Basic | % Basic | % Proficient | % Advanced | % Meet Standard |
|-----------------------|-----|---------------|---------|--------------|------------|-----------------|
| English/Language Arts | 120 | 51.7 | 40 | 8.3 | | 48.3 |
| Mathematics | 128 | 50.8 | 41.4 | 4.7 | 3.1 | 49.2 |
| Science | 137 | 59.9 | 30.7 | 7.3 | 2.2 | 40.1 |
| Social Studies | 135 | 49.6 | 37 | 8.1 | 5.2 | 50.4 |

Grade 8

| Number Tested | | % Below Basic | % Basic | % Proficient | % Advanced | % Meet Standard |
|-----------------------|-----|---------------|---------|--------------|------------|-----------------|
| English/Language Arts | 120 | 50 | 42.5 | 7.5 | | 50 |
| Mathematics | 127 | 49.6 | 46.5 | 3.9 | | 50.4 |
| Science | 66 | 53 | 45.5 | 1.5 | | 47 |
| Social Studies | 68 | 58.8 | 38.2 | 2.9 | | 41.2 |

Alcorn Middle School**Grade 6**

| Number Tested | | % Below Basic | % Basic | % Proficient | % Advanced | % Meet Standard |
|-----------------------|-----|---------------|---------|--------------|------------|-----------------|
| English/Language Arts | 130 | 51.5 | 41.5 | 6.9 | | 48.5 |
| Mathematics | 146 | 52.7 | 37 | 9.6 | 0.7 | 47.3 |
| Science | 71 | 77.5 | 15.5 | 5.6 | 1.4 | 22.5 |
| Social Studies | 73 | 57.5 | 41.1 | | 1.4 | 42.5 |

Grade 7


| Number Tested | | % Below Basic | % Basic | % Proficient | % Advanced | % Meet Standard |
|-----------------------|-----|---------------|---------|--------------|------------|-----------------|
| English/Language Arts | 133 | 57.9 | 33.8 | 7.5 | 0.8 | 42.1 |
| Mathematics | 136 | 56.6 | 35.3 | 4.4 | 3.7 | 43.4 |
| Science | 137 | 71.5 | 19.7 | 5.1 | 3.6 | 28.5 |
| Social Studies | 138 | 74.6 | 18.8 | 3.6 | 2.9 | 25.4 |

Grade 8

| Number Tested | | % Below Basic | % Basic | % Proficient | % Advanced | % Meet Standard |
|-----------------------|-----|---------------|---------|--------------|------------|-----------------|
| English/Language Arts | 134 | 54.5 | 44.8 | 0.7 | | 45.5 |
| Mathematics | 134 | 70.1 | 29.1 | 0.7 | | 29.9 |
| Science | 68 | 67.6 | 32.4 | | | 32.4 |
| Social Studies | 76 | 68.4 | 31.6 | | | 31.6 |

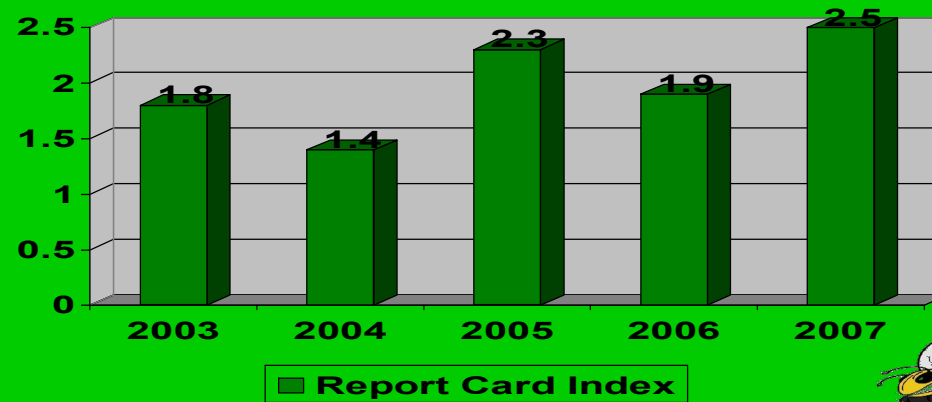
C.A. Johnson students exceeded the 2007 targets for performance on End of Course exams and First Attempt HSAP, recording the highest pass percentages in three and four years respectively. However, we will not be content with minimal performance, and recognize that large gains are necessary each year to put Johnson back on pace to meet 2010 state and federal goals. We expect to achieve a 2.8 absolute index for the 2008 school report card. Table C provides a summary of progress and targets.

Table C

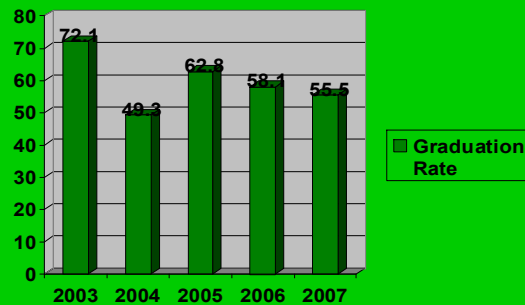
| <div>  <h2 style="text-align: center; margin: 0;">Hornets Rising</h2> </div> | | | | | | | | |
|---|------------------|-------------------------------------|-----------------|--|--------------------------|-----------------------------------|---------------|-----------------------------------|
| | 2006 Baseline | 2008 State Required Target | 2007 Results | 2007 Difference Between 2006 & 2007 | 2008 Required Gain | 2008 School Target Index | 2007 Index | 2008 Required Index Gain |
| 1 st Attempt HSAP | 48.5 | 62.9 | 63.6 | +15.1 | 0 | 1.0 | 1.0 | 0 |
| Longitudinal HSAP | 81.4 | 87.3 | 73.1 | -8.3 | 14.2 | .6 | .3 | .3 |
| Graduation Rate | 58.1 | 53.5 | 55.5 | -2.6 | 0 | .6 | .6 | 0 |
| End of Course | 37.6 | 41.6 | 50.2 | +12.6 | 0 | .6 | .6 | 0 |
| Absolute Index | 1.9 | 2.2 | 2.5 | +.6 | 0 | 2.8 | 2.5 | .3 |

The following charts provide a graphical summary of performance.

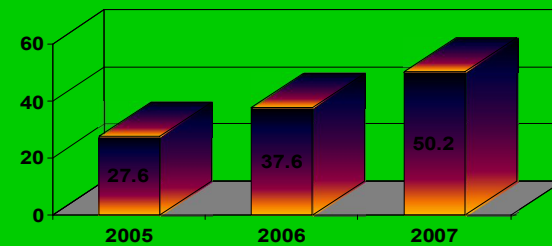
Absolute Scores



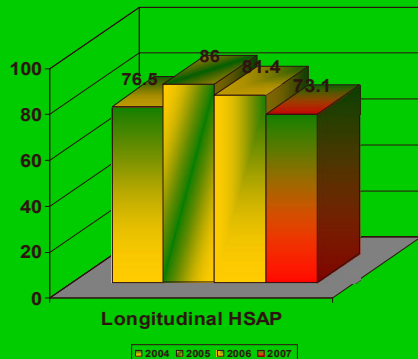
Graduation Rate



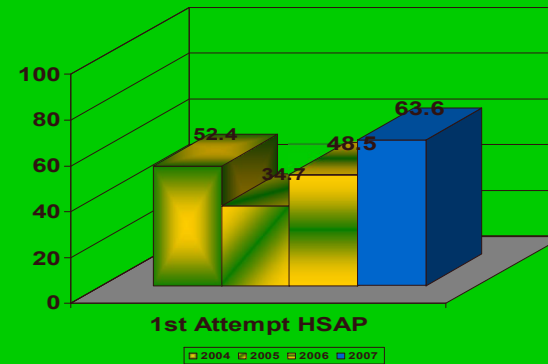
EOC



HSAP



HSAP



Our focused plan for the 2008-09 school year was developed through collaboration with the faculty and staff, student representatives, and parent organization members. The aim was to build on the success of the prior year. We completed the revision of our full renewal plan, then selected those goals and strategies most significant in their impact on our school report card rating areas. Targets reflect cutoff points needed to achieve a rating of "below average". The final plan draft was shared with all of the staff, parents, students, and community members for further input prior to submission to SDE.

Local benchmark exam results, longitudinal data, prior year PACT, EOC, and HSAP data, and formal and informal classroom assessments will be used as baseline measures and to chart our progress toward our student achievement goals. The school community will use information systems and instructional technology for effective planning, monitoring, assessing, and increasing the rigor of our programs. The use of technology and digital content will create dynamic, challenging learning environments that engage and motivate students, as well as facilitate their development as independent, competent creative thinkers, effective communicators, and problem solvers. The school will use diagnostic and calibration activities to drive curriculum and instruction, confirm alignment with standards, and to address individual student achievement needs. The school will provide programs and interventions tailored to the specific needs of its students to include remediation, enrichment and successful transitions. We will maintain an effective instructional program that addresses the needs of our student population by analyzing and disseminating data relative to academic achievement, programs and initiatives, state, local, school and classroom assessments, instruction, and curriculum. We will provide relevant staff development to all school employees based on identified school goals, staff input, and individual needs with a particular focus on student achievement and school climate. Seniors will be assigned to staff advisors charged with working collaboratively with students, parents, guidance, and other teachers to monitor and facilitate student progress toward meeting diploma requirements. Students will meet with advisors weekly throughout the year. All students and their parents will be provided two individual audit/planning conferences with the students' guidance counselor.

Our focused school renewal plan ensures that student achievement as measured by the school report card system, receives priority in allocation of resources, time, and human capital. It also guarantees that we are continually building capacity within our student body; faculty and staff, parents, and community to maintain a continuous upward trend in achievement long after all state assistance efforts have been withdrawn.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

June 2008

- Fine tune master schedule
- Plan 2008-2009 school opening activities
- Review achievement data and placement of incoming freshmen for 2008-2009
- Collaboratively develop a schedule of professional development for 2008-2009
- Implement summer academic recovery, enrichment, and standards mastery activities
- Provide professional development and team building activities for faculty and staff

July 2008

- Identify students for tutoring and enrollment in HSAP Strategies classes based on spring 2008 HSAP data
- Revise plan for advisor/advisee period in master schedule
- Conduct reviews of student schedules
- Complete school opening information packets for staff, students, and parents
- Provide leadership workshops for elected student government representatives
- Assign staff mentors for new faculty and staff
- Hold freshman academy summer camp and orientation

August 2008

- Host student registration and textbook/material distribution
- Implement daily and weekly strategies from school plan
- Hold data review workshops with faculty and staff to analyze student outcome data, performance data for students to be served in the current school year, and establish instructional priorities
- Administer pre-tests to all students
- Implement professional development and collaboration plan
- Implement academic recovery activities
- Review school renewal plan implementation through HSTW staff teams

September 2008

- Conduct 4.5 week assessment (bi-quarterly benchmark)
- Identify instructional deficits and provide intervention
- Administer HSAP practice test
- Revise HSAP tutoring curriculum based on student feedback
- Implement after school and Saturday academic program
- Begin monthly vertical collaboration meetings
- Provide ongoing professional development and collaboration
- Monitor Professional Development strategies
- Review school renewal plan implementation through HSTW staff teams
- Assess progress relative to focused school renewal goals
- Begin fall senior audits

October 2008

- Statewide HSAP Testing
- Conduct 2 week student performance audit
- Identify instructional deficits and provide intervention
- Analyze data from first nine weeks and plan interventions
- Conduct quarterly awards and achievement celebration
- Identify students in danger of failing courses and provide appropriate interventions
- Develop senior mentor assignments and schedule individual conferences with parents and students
- Provide ongoing professional development and collaboration
- Monitor Professional Development strategies
- Review school renewal plan implementation through HSTW staff teams
- Assess progress relative to focused school renewal goals
- Administer MAP test

November 2008

- Conduct 4.5 week assessment (bi-quarterly benchmark)
- Conduct 2 week student performance audit
- Identify instructional deficits and provide intervention
- Provide ongoing professional development and collaboration
- Monitor Professional Development strategies
- Review school renewal plan implementation through HSTW staff teams
- Assess progress relative to focused school renewal goals

December 2008

- Conduct 2 week student performance audit
- Administer and analyze school and classroom climate surveys
- Evaluate, monitor and adjust for program effectiveness
- Provide ongoing professional development and collaboration
- Monitor Professional Development strategies
- Review school renewal plan implementation through HSTW staff teams
- Assess progress relative to focused school renewal goals

January 2009

- Conduct 4.5 week assessment
- Conduct 2 week student performance audit
- Identify instructional deficits and provide intervention
- Administer State EOC tests
- Analyze EOC data and plan remediation activities
- Provide tutoring intervention options to include schedule adjustments to students in danger of failing courses
- Provide ongoing professional development and collaboration
- Monitor Professional Development strategies
- Review school renewal plan implementation through HSTW staff teams
- Assess progress relative to focused school renewal goals
- Begin individual scheduling conferences with students and parents

February 2009

- Conduct 2 week student performance audit
- Identify student weaknesses from benchmark data
- Provide ongoing professional development and collaboration
- Monitor Professional Development strategies
- Review school renewal plan implementation through HSTW staff teams
- Assess progress relative to focused school renewal goals
- Provide workshops for staff to gather information and data for focused school renewal plan progress report

March 2009

- Conduct 4.5 week assessment (bi-quarterly benchmark)
- Conduct 2 week student performance audit
- Identify instructional deficits and provide intervention
- Provide ongoing professional development and collaboration
- Monitor Professional Development strategies
- Review school renewal plan implementation through HSTW staff teams
- Complete and submit focused school renewal plan report for 2008-2009
- Develop focused school renewal plan for 2009-2010
- Review school renewal plan implementation through HSTW staff teams
- Begin building of the 2009-2010 master schedule
- Develop summer program plan
- Administer MAP test

April 2009

- Conduct 2 week student performance audit
- Identify instructional deficits and provide intervention
- Administer HSAP
- Review school renewal plan implementation through HSTW staff teams

May 2009

- Conduct 2 week student performance audit
- Identify instructional deficits and provide intervention
- Administer EOC Tests
- Review school renewal plan implementation through HSTW staff teams
- Revise school renewal plan and Title I plan for 2009-2010
- Distribute student schedules for 2009-2010
- Distribute tentative staff teaching schedules for 2009-2010

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, 80% percent of first attempt HSAP students (9GR8) will participate in at least 4 test prep sessions and 2 simulated HSAP testing sessions.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.) | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) |
|--|---|-------------------------------|--|
| Conduct school-wide test preparation activities utilizing the district benchmark tests for HSAP (aligned to the state HSAP test) | Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal All Faculty and Staff | 8/2008 | Record of students identified as second year high school students or 9GR8 Record of staff work sessions to develop plans for HSAP preparation sessions and test simulations. The simulations are strategically planned at times for students' awareness of test procedures, test-taking strategies and what to expect while taking the HSAP test. Record of student participation in test preparation sessions and test simulations. The goal of student participation as it relates to student achievement is to develop content knowledge and skills, reduce test anxiety and to increase the students' awareness of the seriousness of the test. The data will be used to analyze the effectiveness of the activities relative to student achievement as measured by scores on benchmark tests. The analysis will also guide the persons responsible on how to adjust the simulation to meet the test preparation needs of the students. Teachers District Instructional Facilitators: Tamikah Battle, Leslie Washington, Sonja Hawkins, Carol Funnye Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal |
| Alter the school schedule to create time within the school day to provide test preparation activities | Kathie Greer, Principal, Russell Perkins, | 8/2008 | Scheduling format identified and implemented. Effectiveness monitored through observations and student performance data. There will be weekly and bi-weekly to monthly follow- |

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|---|--|--------|---|
| | Assistant Principal, Ronald Stroman, Assistant Principal Guidance Counselors: Wayne Jones Angela Straughter Winona Belton | | up and feedback through observations and content team sessions. Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal Guidance Counselors: Wayne Jones Angela Straughter Winona Belton |
| Content teams of teachers weekly collaborate to assess, instruct, monitor and support individual students. Each team will be given specific assignments for the implementation and monitoring of elements within SRP goals and other school initiatives | Teachers with assistance from guidance counselors, the media specialist, and administration | 8/2008 | Effectiveness monitored through observations, individual student classroom data and overall student achievement results on standardized assessments Teachers District Instructional Facilitators: Leslie Washington, Tamikah Battle, Sonja Hawkins, Carol Funnye |
| Teachers will write lesson plans based on an analysis of student achievement data. The data will be a guide in making choices in the types of instructional strategies and assessments to implement while teaching | Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal, Department Chairs, District Instructional Facilitators | 8/2008 | Monitor progress through assessment data, classroom observations, and student achievement data. Individual four and a half week reviews of student progress in content teams. Data will be used to plan re-teaching and recovery interventions. Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal, District Facilitators: Leslie Washington, Tamikah Battle, Sonja Hawkins, Carol Funnye, Department Chairs |

SED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2: By April 1, 2009, 60% of students enrolled in English I, Algebra I, U.S. History, and Physical Science will show a 5% increase in mastery of standards assessed in bi-quarterly school-based benchmark tests. The assessment will be from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.) | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.) |
|--|---|-------------------------------|--|
| Conduct school-wide test preparation and exam cram activities that focus on End of Course content and basic skill enhancement | Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal All Faculty and Staff | 8/2008 | <p>Review and analysis of student achievement data Record of staff work sessions and plans for intervention and assistance. Informal and classroom assessments to monitor student progress and participation in activities</p> <p>Test Prep Day will be held monthly. 9th to 12th graders will focus on EOC, HSAP, and SAT/ACT prep. Test prep will be geared toward the individual student's needs. Benchmarks exams will be completed and utilized to help students achieve maximum learning in the classrooms. Administrators will observe classrooms during Test Prep Day.</p> <p>Teachers Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal</p> |
| Administer, score, and analyze 4 ½ week assessments of student mastery of course standards, plan and | Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, | 8/2008 | <p>Teachers will assess the passing rate of the 4 ½ weeks exams. Teachers will monitor the progress of assessment data every 4 ½ weeks and adjust their lessons as needed. Administration will monitor the staff</p> |

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| apply intervention strategies | Assistant Principal Teachers | | <p>implementation of activities through classroom observations and review of lesson plans. Administrators will make weekly observations of teachers and give them feedback.</p> <p>Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal Department Chairs</p> |
| Provide after school and Saturday tutoring sessions for students preparing for EOC exams | Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal Katrina Hazelwood, Extended Learning Coordinator | 8/2008 | <p>Track the participation of targeted students. Students will participate in extended learning sessions taught by certified teachers. These sessions will focus on EOC standards and test taking skills. Students will be given a pre and post exams, to gauge the effectiveness of these sessions. These sessions are being taught to increase the student's ability to pass the EOC exams.</p> <p>Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal Katrina Hazelwood, Extended Learning Coordinator</p> |
| Provide standards checklists matched to pacing guides to students in all content areas | Department Chairs and Russell Perkins, Assistant Principal for C&I | 8/2008 | <p>Monitor progress through assessment of 4 ½ week's exams, benchmarks, and test prep data. Staff will be monitored for implementation of activities through classroom observations and review of lesson plans that show standards being taught.</p> <p>Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal</p> |
| 45% of instructional activities in freshman courses will incorporate the use of technology to ensure high engagement in the | Department Chairs Freshman Teachers Russell Perkins, Assistant Principal for C&I | 8/2008 | <p>Monitor staff implementation of activities through classroom observations and review of lesson plans</p> <p>Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal</p> |

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|---|--|--------|--|
| teaching and learning process | Lisa Gieskes, Technology Coach | | |
| Provide year-long instruction in English I and Algebra I for all first-time ninth graders | Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal Guidance Team: Angela Straughter, Wayne Jones, Winona Belton | 8/2008 | <p>Identify scheduling needs Secure adequate staffing Implement schedule format Monitor instructional practices and effectiveness of schedule format through observations, teacher reports, and student achievement data. Teachers will review their student's 8th grade PACT scores to get a baseline of each student's abilities. Teachers will use this information along with the 4 ½ week's assessments, benchmarks, and other strategies to facilitate learning in the classrooms.</p> <p>Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal Guidance Team: Angela Straughter, Wayne Jones, Winona Belton</p> |
| Continue Sustained Silent Reading forty minutes each day | All Teachers | 8/2008 | <p>Teachers will require students to read daily in all classes. Teachers will ask students questions after the reading period, to assess their comprehension of what they have read. Administration will monitor staff implementation of activities through classroom observations and review of lesson plans.</p> <p>Kathie Greer, Principal, Russell Perkins, Assistant Principal, Ronald Stroman, Assistant Principal</p> |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, 90% of actively enrolled seniors will be confirmed as on target to complete all graduation requirements as indicated by individual student senior audits.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
|--|---|-------------------------------|---|
| Conduct an individual academic planning session with students, advisors, counselors and parents, utilizing academic history, career inventories, achievement assessments, and other relevant information | Wayne Jones Winona Belton Angela Straughter, Guidance Personnel Teacher Advisors | 9/2008 | Identified target group (i.e. students starting high school 2005-2006) as evidenced by the GR9 field extracted from SASI; Completed fall graduation agreements signed by students, parents, advisors, and school counselors Sample of informational materials reflective of individual sessions (i.e. appointment letters, flyers, public service announcements, etc) These individual conferences will be scheduled during November 2008 through January 2009; 2 nd and 3 rd attempts will be made to reach parents that are no shows or have scheduling conflicts. Wayne Jones, Winona Belton, Angela Straughter, Guidance Counselors |
| Provide strategy courses during the school day to students who have not passed either the ELA or math subtests of the HSAP | Kathie Greer Russell Perkins Ronald Stroman | 8/2008 | Seniors who have not passed ELA or Math HSAP will be enrolled in strategy classes as part of their daily schedule. The class is designed to address the standards that the students have not mastered as reflected on HSAP practice exam. The Master Schedule will reflect the course offerings and class rosters will reflect that targeted students are enrolled. Student progress reports, report cards and HSAP practice results will reflect efforts on part of students enrolled in the classes. Sonja Merriwether-Hawkins, and Tonia Young, Strategy Course Instructors |
| Conduct weekly advisor/advisee sessions as part of High Schools That Work to monitor | Wayne Jones, Director of | 8/2008 | All seniors are enrolled in an hour-long advisory session weekly. The session is designed to assist students in |

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| academic progress towards graduation | Guidance | | <p>preparing for post-secondary experiences. Advisors review the student's academic plan and monitor their progress toward goal accomplishment. During these sessions, students are engaged in career planning and exploration. Workforce readiness skills as well as college readiness skills are emphasized. Student's academic progress toward meeting graduation requirements is monitored by the advisor and shared with administration and parents periodically.</p> <p>Quarterly reports by College Summit of current progress Sample academic student portfolios Schedule of advisor/advisee/parent conferences Completed academic/career plan with advisor/advisee/parent</p> <p>Senior Advisors: Naylene Richardson, Brenda Outten, Juanita Gidron, Stephania Autry, Melanie Williams</p> |
| Provide academic support to ensure that students meet graduation requirements | Wayne Jones, Director of Guidance | 10/2008 | <p>At the beginning of the 2nd nine weeks marking period, a letter is sent to the parents of each prospective graduate requesting a conference to discuss the students' readiness for graduation. First quarter grades are used as an indicator of students' readiness. Before and after school assistance, Saturday school, nova net recovery and individual student work packets are made available to students in need of assistance to meet graduation requirements. Students and parents enter into a contract outlining specific support services the student will enroll in order to meet requirements. The senior advisors will monitor the students' compliance with the contract on a weekly basis through the advisory session. Follow-up contact will be made with parents as necessary based on students' compliance. Second and third attempts will be made to conference with parents that have scheduling conflicts. The senior advisors will meet with the Director of Guidance and administration to provide updates regarding student progress toward goals.</p> <p>Completed student/parent contracts Schedule of conferences with students and parents Roster of advisor/advisee assignments Progress reports from advisors</p> <p>Senior Advisors: Naylene Richardson, Brenda Outten,</p> |

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| | | | Juanita Gidron, Stephania Autry, Melanie Williams, Guidance Counselors:Winona Belton, Angela Straughter |
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, at least 50% of students enrolled in English I, Algebra I, U.S. History, and Physical Science will demonstrate a 5% increase in mastery of standards assessed on bi-quarterly school-based benchmark tests when results from August pre-tests and February administration are compared.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
|--|---|-------------------------------|---|
| Facilitate the development of bi-quarterly benchmark assessments for each course in each department | Kathie Greer, Principal Russell Perkins, Assistant Principal All Department Chairs | 8/2008 | Record of instructions and formation of teams and process for creating and administering in-house assessments Record of administration of bi-quarterly benchmark exams Indicator will be used to track student progress on standards mastery needed for success on state end of course exams Kathie Greer, Principal; Russell Perkins, Assistant Principal All Department Chairs |
| Organize, provide meeting time, and monitor content collaborative teams to analyze and review student performance to inform instruction | Kathie Greer, Principal Russell Perkins, Assistant Principal | 8/2008 | Record of team assignments and meeting schedules Record of provided structure and monitoring of meeting times for teams Record of team analyses and recommendations - These teams will create benchmark assessments, analyze student achievement data bi-quarterly, and provide and make referrals for targeted assistance as needed for students. Kathie Greer, Principal, Russell Perkins, Assistant Principal |
| Conduct data workshops with faculty | Kathie Greer, Principal Russell Perkins, Assistant Principal Irene Bal, Evaluation Team Chair | 8/2008 | Record of data workshops with faculty and team analysis reports of student achievement data and recommendations for effective strategies for intervention and assistance Indicator will be used to organize and guide implementation of effective instructional preparation |

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| | | | and assistance to students Kathie Greer, Principal; Russell Perkins, Assistant Principal |
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, 90% of actively enrolled seniors will be confirmed as on target to complete all graduation requirements as indicated by individual student senior audits.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
|--|--|-------------------------------|---|
| 50% of parents will participate in academic planning conferences | Wayne Jones, Guidance Chair; Naylene Richardson, Guidance & Public Information Team Chair | 8/2008 | Record of flexible scheduling of conferences to accommodate parent work schedules Record of Communication of the academic planning process and its importance to parents and students Documentation of parent participation in planning conferences Indicator will be used to ensure that parents and students understand what is required and the supports provided by the school to assist students in meeting requirements; It will also ensure that counselors have accurate information regarding goals and post secondary plans to assist students in making the best choices and plan effectively. Wayne Jones, Winona Belton, Angela Straughter, Guidance Counselors; Mary Koon, Parent Involvement Coordinator |
| Form a school report card tracking team | Kathie Greer, Principal | 9/08 | Record of meetings of the tracking team Worksheets used to track students' progress, locate no shows, and document withdrawals Indicator will be used to measure progress and success Kathie Greer, Principal; Paula Rumph, Attendance Secretary; Sharone Wilkins, Database Specialist; Wayne Jones, Guidance Chair; Russell Perkins, Assistant Principal; Ashanti Keitt, Social Worker |

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| Identify students that will need additional support following the fourth attendance year to meet the four-year graduation standard | Kathie Greer, Principal Wayne Jones, Guidance Chair | 4/09 | Use information from final quarter audits to determine needs of students who will not meet all graduation requirements by May 2009 Schedule summer activities that will provide the academic programs needed for these students to complete diploma requirements Indicator will be used to provide relevant intervention and support services to assist students in completing diploma requirements within four years Kathie Greer, Principal; Wayne Jones, Guidance Chair; Summer Program Director |
| Provide time in the daily schedule for students to meet with their advisors | Kathie Greer, Principal | | The advisory meeting time will be used to provide continual graduation progress tracking Kathie Greer, Principal |
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, sixty percent of second year students will demonstrate an increase at least 10% on the First attempt Spring of 2008 HSAP as measured their Spring 2009 MAP ELA test (using the MAP/HSAP correlation).

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
|--|--|-------------------------------|---|
| 1. Schools will be provided “District Pacing Guides” that align instructional indicators to the South Carolina State Content Standards. | Curriculum and Instruction District Consultants | August 08 | The pacing guides will provide a common reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. (C & I) Documentation: Pacing Guides, Ed Soft Web update Responsible: Executive Director |
| 2. Training will be provided to schools to assist with the use and implementation of the “District Pacing Guides” | Curriculum and Instruction District Consultants | August 08 | The pacing guides will provide a reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. Documentation: PD Schedule Responsible: Executive Director |
| 3. District Consultants will work with school level staff to clarify the utilization of the pacing guides. District consultants will assist with vertical and horizontal team content meetings to review the utilization of “District Pacing Guides” | Curriculum and Instruction District Consultants | August 08 | As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. (Executive Director) Schedule to be determined Documentation: Visitation Schedule Responsible: Executive Director |
| 4. Consultants will share “Best Practices” and resources based upon the South Carolina State Content Standards support documents. | Curriculum and Instruction District Consultants | August 08 | As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. (Executive Director) Schedule to be determined Documentation: Visitation Schedule Responsible: Executive Director |

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| 5. Consultants will review data from the quarterly HSAP Benchmark assessments with school level Department Heads to identify additional content strands that may require additional instruction and to develop strategies to address the identified areas. | Curriculum and Instruction District Consultants | October 08 | District benchmarks will provide the school with data regarding student's progress in meeting academic goals. The school will use the information derived to determine where re-teaching and regrouping may be needed. The benchmark test and the compilation of results will be the supporting evidence. Documentation: Benchmark Reports Responsible: Executive Director |
| 6.. District subject area consultants will use a "coaching" model to support teachers with implementing effective instruction and promoting engagement. | District Consultants ENI Consultants | October 08 | District consultants/ENI consultants will engage teachers in "reflective" discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director |
| 7. District administrators will observe Classroom instruction and provide documentation as to the implementation of the District Literacy Framework. | District Consultants Directors Coordinators | October 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |
| 8. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. a. Identifying Similarities and Differences b. Summarizing and Note Taking c. Setting objectives and Providing Feedback | District Consultants Directors Coordinators | October 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2: By April 1, 2009, sixty percent of second year students will demonstrate an increase at least 10% on the First attempt Spring of 2008 HSAP as measured their Spring 2009 MAP Math test (using the MAP/HSAP correlation).

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation. |
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| 1. Schools will be provided “District Pacing Guides” that align instructional indicators to the South Carolina State Content Standards. | Curriculum and Instruction District Consultants | August 08 | The pacing guides will provide a common reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. (C & I) Documentation: Pacing Guides, Ed Soft Web update Responsible: Executive Director |
| 2. Training will be provided to schools to assist with the use and implementation of the “District Pacing Guides” | Curriculum and Instruction District Consultants | August 08 | The pacing guides will provide a reference for standards based instruction as well as a framework that establishes consistency of delivery across district schools. Documentation: PD Schedule Responsible: Executive Director |
| 3. District Consultants will work with school level staff to clarify the utilization of the pacing guides. District consultants will assist with vertical and horizontal team content meetings to review the utilization of “District Pacing Guides” | Curriculum and Instruction District Consultants | August 08 | As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. (Executive Director) Schedule to be determined Documentation: Visitation Schedule Responsible: Executive Director |
| 4. Consultants will share “Best Practices” and resources based upon the South Carolina State Content Standards support documents. Consultants will review data from the quarterly HSAP Benchmark assessments with school level Department Heads to identify additional content strands that may require additional instruction and to develop strategies to address the identified areas. | Curriculum and Instruction District Consultants | August 08 | As teachers move across the school term with the implementation of standards based instruction, planning is needed to provide additional resources and clarification as to the use of the guides. (Executive Director) Schedule to be determined Documentation: Visitation Schedule Responsible: Executive Director |

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| 6. District subject area consultants will use a "coaching" model to support teachers with implementing effective instruction and promoting engagement. | District Consultants | October 2008 | District consultants/ENI consultants will engage teachers in "reflective" discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director |
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| 8. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. <ul style="list-style-type: none"> d. Identifying Similarities and Differences e. Summarizing and Note Taking f. Setting objectives and Providing Feedback | District Consultants Directors Coordinators | October 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

HSAP – High School Assessment Program – assesses selected South Carolina academic standards in English Language Arts and math that students have had the opportunity to learn by the end of the 10th grade. Tests are currently offered in math, English/Language Arts: Reading and English/Language Arts: Writing.

9GR8 – Indicates the year that the student first enrolled in grade nine (the spring semester = 08).

9GR6 – Indicates the year that the student first enrolled in grade nine (the spring semester = 06).

MAP Measures of Academic Progress- NWEA developed Measures of Academic Progress (MAP), a state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.

RIT Scores – the number that indicates a student’s instructional level. Students get an overall RIT score at the end of a MAP assessment. In addition, RIT score ranges are reported for each goal area of a test.

Advisor/Advisee Program – the student population is divided into groups and assigned staff mentors who meet with them weekly to monitor academic progress and provide academic enrichment, support, and intervention.

SSR – Sustained Silent Reading – self-selected or content based reading that occurs at a designated time during each class period

PBIS – Positive Behavior Intervention Support – an application of a behaviorally-based, systems approach to enhance the capacity of school families and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.

EOC tests – End-of-Course tests – tests that define common expectations across classrooms and enable more in-depth assessment of the curriculum than a single multi-grade exam. EOC exams test students on what they learned in a course

directly after a student has completed the course. In South Carolina, tests are currently offered in English I, Algebra I, Physical Science and U. S. History.

Bi-quarterly school-based benchmark tests – These are standards-based assessments created using the district pacing guides and state standards for each course in each of the core areas. The content of each assessment will be linked to the standards to be taught during that 4 ½ week period. Students will be administered to assessment as a pre-test to assist teachers in making instruction more targeted based on classroom level data and then take the test as a post assessment to determine level of mastery and guide the strategies for re-teaching, intervention, and referral for extended learning activities.